

**Common Core State Standards (CCSS): ASD LIBRARY QUARTERLY ACADEMIC PLAN K-6 (revision 8/5/2013)**

<b>6 wks</b>	<b>Kindergarten</b>	<b>Quarter 1 –CCSS Learning Targets</b>	<b>AASL Standard</b>
	RL.K.3	With Prompting and support, identify characters, settings, and major events in a story.	
	RL.K.4	Ask and answer questions about unknown words in a text.	
	RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	
	RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	
	RI.K.5	Identify the front cover, back cover, and title page of a book.	
	RF.K.1.a	Demonstrate understanding of the organization and basic features of print – follow words from left to right, top to bottom, and page by page.	
	SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
	SL.K.1.d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Understand an use question words (who, what, where, when, why, how).	1.1.3 Develop and refine a range of questions to frame search for new understanding
<b>9.5 wks</b>	<b>Kindergarten</b>	<b>Quarter 2 –CCSS Learning Targets</b>	<b>AASL Standard</b>
	RL.K.1	With prompting and support, ask and answer questions about key details in a text.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
	RL.K.2	With prompting and support, retell familiar stories, including key details.	3.1.3 Use writing and speaking skills to communicate new understandings effectively.
	RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. 4.3.2 Recognize that resources are created for a variety of purposes.
	RI.K.1	With prompting and support, ask and answer questions about key details in a text.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
	RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

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9 wks	Kindergarten	Quarter 3 –CCSS Learning Targets	AASL Standard
	RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
	RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
	RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
	RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
	<b>I-SAFE</b>	Online Behavior with Netiquette. Consists of video “Ask An Adult Before You Go Online	
9.5 wks	Kindergarten	Quarter 4 –CCSS Learning Targets	AASL Standard
	RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
	RF.K.2.a	Demonstrate understanding of spoken words, syllables, and sounds – Recognize and produce rhyming words.	
	W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (e.g., My favorite book is....)	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.2.4 Demonstrate personal productivity by completing products to express learning. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

### Throughout the year for Kindergarten:

\*RL.K.10 actively engage in group reading activities with purpose and understanding

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text

\*RI.K.10 actively engage in group reading activities with purpose and understanding

RF.K.3.a Know and apply grade-level phonics and word analysis skills in decoding words – Read common high-frequency words by sight

W.K.2 use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content

L.K.5 With guidance and support from adults, explore word relationships and nuance in word meanings

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<b>6 wks</b>	<b>Grade 1</b>	<b>Quarter 1 –CCSS Learning Targets</b>	<b>AASL Standard</b>
	RL.1.1	Ask and answer questions about key details in a text.	
	RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
	RL.1.3	Describe characters, setting, and major events in a story, using key details.	
	RI.1.1	Ask and answer questions about key details in a text.	
	RI.1.2	Identify the main topic and retell key details of a text.	
<b>9.5 wks</b>	<b>Grade 1</b>	<b>Quarter 2 –CCSS Learning Targets</b>	<b>AASL Standard</b>
	RL.1.5	Explain major differences between books that tell stories and books that give information, drawing pm a wide reading of a range of text types.	4.3.2 Recognize that resources are created for a variety of purposes.
	RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
	RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
	RI.1.7	Use the illustration s and details in a text to describe its key ideas.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
	RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

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9 wks	Grade 1	Quarter 3 –CCSS Learning Targets	AASL Standard
	RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
	W.1.7	Participate in shared research and writing projects.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.9 Collaborate with others to broaden and deepen understanding. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.2.3 Demonstrate teamwork by working productively with others.
	W.1.8	With guidance and support from adults, recall information from experiences of gather information from provided sources to answer a question.	1.1.2 Use prior and background knowledge as context for new learning. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 2.3.1 Connect understanding to the real world.
	SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.4.4 Seek appropriate help when needed. 2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusion cannot be drawn.
	<b>I-SAFE</b>	Super Cyber Buddies. Consists of a video: “Online Manners.”	
9.5 wks	Grade 1	Quarter 4 –CCSS Learning Targets	AASL Standard
	RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
	RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.

**Throughout the year for 1<sup>st</sup> grade:**

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in text

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text

RF.1.4 Read with sufficient accuracy and fluency to support comprehension (model and provide opportunity).

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

SL.1.6 Produce complete sentences with appropriate to task and situation

L.1.2.e Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing – spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words, and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings

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7 wks	Grade 2	Quarter 1 –CCSS Learning Targets	AASL Standard
	RL.2.1	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	
	RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
	RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.	
	RI.2.1	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text	
	SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.	
9.5 wks	Grade 2	Quarter 2 –CCSS Learning Targets	AASL Standard
	RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	3.1.3 Use writing and speaking skills to communicate new understandings effectively. 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
	RL.2.9	Compare and contrast two or more versions of the same story by different authors or from different cultures.	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
	SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
	<b>I-SAFE</b>	Cyber Buddies NOT Bullies. Consists of a game: "You Are Unique Simon Says" and a discussion with optional coloring pages.	

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9 wks	Grade 2	Quarter 3 –CCSS Learning Targets	AASL Standard
	RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
	RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
	RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.
	W.2.7	Participate in shared research and writing projects.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.9 Collaborate with others to broaden and deepen understanding. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.2.3 Demonstrate teamwork by working productively with others.
	W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	1.1.2 Use prior and background knowledge as context for new learning. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 2.3.1 Connect understanding to the real world.
9.5 wks	Grade 2	Quarter 4 –CCSS Learning Targets	AASL Standard
	RL.2.4	Describe how words and phrases supply rhythm and meaning in a story, poem or song.	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
	RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	3.1.3 Use writing and speaking skills to communicate new understandings effectively.

### Throughout the year for 2<sup>nd</sup> grade:

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area

RI.2.7 Explain how specific images contribute to and clarify a text

RF.2.4 Read with sufficient accuracy and fluency to support comprehension

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally

L.2.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content choosing flexibly from an array of strategies

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings

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7.5 wks	Grade 3	Quarter 1 –CCSS Learning Targets	AASL Standard
	RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
	RL.3.3	Describe characters in a story and explain how their actions contribute to the sequence of events.	
	RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
	RI.3.5	Use text features and search tools to locate information relevant to a given topic efficiently.	
	<b>I-Safe</b>	<u>E-Rate Topics</u> – “Safety for the Interactive Web” [Age 8-11 (US Grade 3)] Learners will develop an understanding of the need to make responsible choices to ensure personal safety when using the Internet. Students will learn more about Web 2.0 and corresponding safety tips. <i>(Lesson is located in “Social Networking” folder)</i>	
9.5 wks	Grade 3	Quarter 2 –CCSS Learning Targets	AASL Standard
	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
	RI.3.7	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
	RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
	W.3.2.d	Write informative/explanatory texts to examine a topic and convey ideas and information clearly: <b>provide a concluding statement or section.</b>	
	W.3.7	Conduct short research projects that build knowledge about a topic.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
	W.3.8	Recall information from experiences and gather information from print and digital sources, take brief notes on sources and sort evidence into provided categories.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.2 Use prior and background knowledge as context for new learning. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 2.1.2 Organize knowledge so that it is useful. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.1.4 Use technology and other information tools to analyze and organize information. 2.4.1 Determine how to act on information (accept, reject, modify).

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9 wks	Grade 3	Quarter 3 –CCSS Learning Targets	AASL Standard
	RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in the story (e.g., create mood, emphasize aspects of a character or setting).	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
	W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	
	W.3.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. 2.1.2 Organize knowledge so that it is useful. 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. 3.1.3 Use writing and speaking skills to communicate new understandings effectively
	W.3.1.b	Provide reasons to support opinions.	
	W.3.1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons.	2.1.4 Use technology and other information tools to analyze and organize information.
	W.3.1.d	Provide a concluding statement or section.	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.
9.5 wks	Grade 3	Quarter 4 –CCSS Learning Targets	AASL Standard
	<b>I-Safe</b>	<u>Cyber Security</u> – “Henny Penny: Spam, Scams and other E-mail disasters” [Ages 8-11 (US Grade 3-6)] as part of I-Safe’s Fairy Tales with a Twist series, Henny Penny thinks the sky is falling because of what she received in her inbox. Through her story, students learn about security risks associated with e-mail.	

**Throughout the year for 3<sup>rd</sup> grade:**

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area

RF.3.4 Read with sufficient accuracy and fluency to support comprehension

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.3.2 Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain specific words and phrases, including those that signal spatial and temporal relationships

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7.5 wks	Grade 4	Quarter 1 –CCSS Learning Targets	AASL Standard
	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
	RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
	SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	3.1.3 Use writing and speaking skills to communicate new understandings effectively.
	SL.4.6	Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion); use formal English when appropriate to task and situation.	
9.5 wks	Grade 4	Quarter 2 –CCSS Learning Targets	AASL Standard
	RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the differences between first- and third-person narrations.	
	RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web sites) and explain how the information contributes to an understanding of the text in which it appears.	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	
	RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.2 Organize knowledge so that it is useful. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
	W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
	<b>I-Safe</b>	<u>E-Rate topics</u> – “Keeping It Personal” [age 9 (grade 4)] Information about online personal safety is covered by: <ul style="list-style-type: none"> <li>• Developing an understanding of the terms profile and personal information.</li> </ul> Identifying that posted personal information posted to the Internet is public and that doing so can be unsafe.	

**Throughout the year for 4<sup>th</sup> grade:**

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area

RF.4.4 Read with sufficient accuracy and fluency to support comprehension

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9 wks	Grade 4	Quarter 3 –CCSS Learning Targets	AASL Standard
	RL.4.2	Determine a theme of story, drama, or poem from details in the text; summarize the text.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text	
	W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.2 Use prior and background knowledge as context for new learning. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.3 Follow ethical and legal guidelines in gathering and using information. 1.3.5 Use information technology responsibly. 2.1.2 Organize knowledge so that it is useful. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.1.4 Use technology and other information tools to analyze and organize information. 2.4.1 Determine how to act on information (accept, reject, modify). 3.1.6 Use information and technology ethically and responsibly.
	<b>I-Safe</b>	<u>Cyber Security</u> – “Fairy tales with a 21 <sup>st</sup> century twist” [ages 8-11 (grade 4)] The Pig Family story examines cyber security issues.	
9.5 wks	Grade 4	Quarter 4 –CCSS Learning Targets	AASL Standard
	RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.	

### Throughout the year for 4<sup>th</sup> grade:

W.4.1 Write opinion pieces on topics or texts supporting a point of view with reasons and information

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

W.4.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences

SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic

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7.5 wks	Grade 5	Quarter 1 –CCSS Learning Targets	AASL Standard
	RL.5.9	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
	RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.3.1 Respect copyright/intellectual property rights of creators and producers.
	RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details, summarize the text.	
	SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	
	<b>I-Safe</b>	Cyber community citizenship – “Cyber community citizenship” [age 10 (grade 5)] Students will develop a comprehensive understanding of the concept of community and its application to the Internet. Student activities include: <ul style="list-style-type: none"> <li>• Creation of map/poster of places in community</li> <li>• Comparison of physical and cyber community</li> <li>• <i>Webpage Activity (note: activity pages in Spanish too.)</i></li> </ul>	
9 wks	Grade 5	Quarter 2 –CCSS Learning Targets	AASL Standard
	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.
	RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.2 Organize knowledge so that it is useful. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.
	W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 1.2.3 Demonstrate creativity by using multiple resources and formats. 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements. 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

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	W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>1.3.5 Use information technology responsibly.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>3.1.6 Use information and technology ethically and responsibly.</p>
	<b>I-Safe</b>	<p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p> <p><u>Intellectual Property</u> – “Creativity in the classroom Unit” [Age 10 (US grade5)] – 6 Lessons:</p> <ul style="list-style-type: none"> <li>• Copyright in Action</li> <li>• Making Copyright Count</li> <li>• Copyright Terminology</li> <li>• Copyright Can Do PowerPoint</li> <li>• Power of Copyright</li> <li>• Building a Bulletin Board About Copyright</li> </ul> <p>Creative works have the power to convey important messages to others. This unit age-appropriately explores the power of storytelling in enabling people of all ages to reflect on, and discuss, important social issues. In a selection of lessons and activities, the stories of Dr. Seuss are used as examples to examine the concepts of intellectual property and creativity and the significance of the protections that copyrights provide for creative material.</p>	
<b>9 wks</b>	<b>Grade 5</b>	<b>Quarter 3 –CCSS Learning Targets</b>	<b>AASL Standard</b>
	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.
	SL.5.5	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>
	<b>I-Safe</b>	<u>E-Rate Topics</u> – “Fairy tales with a 21 <sup>st</sup> century twist” [Age 8-11 (grade 5)] Uma Duck a.k.a. UGLY is a story about cyber bullying and the potential advantages of online network. (Lesson is located in “Cyber Bullying” folder)	
<b>9.5 wks</b>	<b>Grade 5</b>	<b>Quarter 4 –CCSS Learning Targets</b>	<b>AASL Standard</b>
	RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	

## **Common Core State Standards (CCSS): ASD LIBRARY QUARTERLY ACADEMIC PLAN K-6 (revision 8/5/2013)**

### **Throughout the year for 5<sup>th</sup> grade:**

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words

RF.5.4 Read with sufficient accuracy and fluency to support comprehension

SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners on grade topics and texts, building on others' ideas and expressing their own clearly

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reason and evidence

SL.5.4 Report on a topic or text or present on opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content choosing flexibly from a range of strategies

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships

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7.5 wks	Grade 6	Quarter 1 –CCSS Learning Targets	AASL Standard
	RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
	RL.6.9	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
	RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
	W.6.7	Conduct short research projects to answer a question drawing on several sources and refocusing the inquiry when appropriate.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source ; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information. 1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.3 Follow ethical and legal guidelines in gathering and using information. 3.1.6 Use information and technology ethically and responsibly.
	SL.6.1.a	Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly - <b>come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</b>	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 3.2.3 Demonstrate teamwork by working productively with others. 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
	SL.6.1.b	Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly - <b>follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</b>	3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.2.3 Demonstrate teamwork by working productively with others. 3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints. 3.3.5 Contribute to the exchange of ideas within and beyond the learning community. 3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership and demonstrations of respect for other viewpoints.
	SL.6.1.d	Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly - <b>review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</b>	3.2.3 Demonstrate teamwork by working productively with others. 2.4.1 Determine how to act on information (accept, reject, modify). 2.4.2 Reflect on systematic process and assess for completeness of investigation.
	<b>I-Safe</b>	<u>E-Rate Topics</u> – “Online sharing and intellectual Property” [ages 11 (grades 6)] – Using the character, Donny the Downloader, students gain an understanding of intellectual property rights as they apply to social networking activity. (Lesson is located in “Social Networking” folder)  <u>Digital Literacy</u> – “Website Validity and reliability” [ages 10-13 (US grades 5-8)] – Learners will understand the term validity, the right to freedom of speech and how online resources are not always well balanced and fair.	

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9 wks	Grade 6	Quarter 2 –CCSS Learning Targets	AASL Standard
	RI.6.7	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.
	W.6.9.a	Draw evidence from literary or informational texts to support analysis reflection and research - <b>apply grade 6 reading standards to literature</b> .	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, <b>main and supporting ideas, conflicting information, and point of view or bias.</b>
	W.6.9.b	Draw evidence from literary or informational texts to support analysis reflection and research - <b>apply grade 6 reading standards to literary nonfiction.</b>	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
9 wks	Grade 6	Quarter 3 –CCSS Learning Targets	AASL Standard
	<b>I-Safe</b>	<u>E-Rate topics</u> – “Your digital footprint” [ages 11-17 (US grades 6-12)] – Students will understand how their actions impact their footprint online. <i>(Lesson located in “Social Networking” folder)</i>	
9.5 wks	Grade 6	Quarter 4 –CCSS Learning Targets	AASL Standard

**Throughout the year for 6<sup>th</sup> grade:**

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on a meaning and tone

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RI.6.4 Determine the meaning of words and phrase as they are used in a text, including figurative, connotative, and technical meanings

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

W.6.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting and multimedia when useful to aiding comprehension

W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples

W.6.2.d use precise language and domain-specific vocabulary to inform about or explain the topic

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

W.6.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading or listening

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

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